

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
All units where candidates need to access business for an assignment. Generally, this is where an assessment criterion needs evidence to be applied to 'a specified business'.			Candidates must apply evidence, such as descriptions, explanations, analysis, and evaluations to at least one specified business.	<p>If candidates cannot access a specific business they may use a range of alternative sources. These could include:</p> <ul style="list-style-type: none"> • case studies written by the tutor • published case studies • internet research • newspaper/magazine/journal articles <p>If any of these resources are not available (for example, candidates have no internet access), tutors can supply other materials (for example, paper-based).</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 3: Introduction to marketing	LO2: Be able to use marketing research and marketing planning	P4: Use marketing research for marketing planning	<p>There are no issues with this unit. P4 does not require candidates to conduct their own research.</p> <p>Assessors can provide candidates with data as per the assessment guidance:</p> <p><i>Candidates should use the research provided as a basis for marketing planning. This information could be provided by tutors. Candidates could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.</i></p>	<p>Some centres ask candidates to conduct their own market research as part of a pre-task to generate the data needed for P4. However, candidates do not have to generate market research data themselves (for example, from their own primary research). The assessment guidance for P4 states that assessors can provide this data to their candidates:</p> <p><i>Candidates should use the research provided as a basis for marketing planning. This information could be provided by tutors. Candidates could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.</i></p>
Unit 8: Management accounting	LO2: Be able to use break-even analysis	<p>P2: Carry out break-even analysis for a selected organisation</p> <p>D1: Evaluate a special order decision for a selected business using breakeven analysis</p> <p>LO3: Be able to use appropriate statistical information to review and predict Business performance</p>	<p>There are no issues with this unit, as long as:</p> <ul style="list-style-type: none"> • candidates are given financial data from a real or fictitious business • assessors can make sure that each candidate provides an original and unique response to assessment tasks <p>P3: Use accounting data and statistical information to measure business performance</p>	<p>As long as candidates are given financial data from a real or fictitious business organisation (for example using a case study format) they can complete the evidence requirements for this unit.</p> <p>If assessors cannot supervise candidates in person (for example in a classroom), they have to satisfy themselves that the candidate has generated their evidence independently of others. They could do this by giving each candidate a different case study so that each valid response is likely to be different. For example, they could vary the financial data.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
		LO4: Be able to use budgetary techniques	P4: Use budgetary techniques to prepare budgets for a selected organisation M3: Explain the implications of budget variances for a selected organisation	
Unit 10: Market research in business	LO3: Be able to carry out research	P4: Conduct primary and secondary research for a selected product/service making use of identifiable sampling	Candidates have to conduct primary and secondary research.	<p>For P4, candidates have to conduct primary market research (for example face-to-face questionnaires, interviews, focus groups) and secondary market research (for example internet, library).</p> <p>Some methods may not be possible (such as distributing paper questionnaires or conducting face-to-face interviews).</p> <p>If face-to-face contact is not possible, centres could use alternative methods. For example, they could use focus groups where the maximum size and composition (plus observer/assessor) does not exceed current limits.</p> <p>Where necessary, assignments could be adapted. For example:</p> <ul style="list-style-type: none"> • candidates could choose appropriate research methods to use within class bubbles or family groups • candidates could choose appropriate remote technologies (such as online surveys or video-conferenced focus-groups).

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 12: Recruitment and selection in business	LO4: Be able to participate in a selection interview	P5: Take part in a selection interview	In LO3, candidates must take part in a selection interview as an interviewer and analyse their own performance.	<p>The assessment guidance recommends, but does not require, that the interview take place in a 'realistic environment' by using a member of an HR department and an experienced 'interviewee'. These roles could be performed by assessors and/or other suitably experienced work colleagues. They could also be performed by other members of a class bubble.</p> <p>The unit does not specify the minimum size of the interview panel so the candidate could act as the sole interviewer of a single interviewee.</p> <p>There is no requirement that the interview be face-to-face, so it could be take place using remote technology.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 13: Development planning for a career in business</p>	<p>LO3: Be able to develop a range of transferable business skills at the appropriate level</p>	<p>P5: Demonstrate transferable business skills</p>	<p>Evidence is needed from a range of transferable skills which could include:</p> <ul style="list-style-type: none"> • group work skills • negotiation skills • project management skills 	<p>For the range of transferable skills listed as examples in the unit, the candidate has to interact with others, for example in one-to-one or team situations. The unit does not specify that evidence has to come from new situations so the assessor does not have to set new tasks to generate this evidence. The only stipulation is that they should be demonstrated at 'the appropriate level', that is, consistent with Level 3 performance.</p> <p>The evidence could be generated from activities that the candidate has taken part in previously. This could include:</p> <ul style="list-style-type: none"> • activities undertaken in other Level 3 Business units • activities undertaken in other Level 3 equivalent study, such as 'A' Level • activities undertaken in other settings (including cross-curricular or out of education settings). <p>Evidence of activities should be provided via observation and witness statements. See Section 5 of the Centre Handbook for more guidance.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 14: Managing a business event	<p>LO2: Be able to plan a business event</p> <p>LO3: Be able to run a business event</p> <p>LO4: Be able to follow up after a business event</p>	<p>P4: Arrange and organise a venue for a business event ensuring health and safety requirements are met</p> <p>P5: Provide support for the running of an event</p> <p>P7: Carry out follow-up activities after a business event</p> <p>P8: Review the success of the business event</p>	<p>Candidates have to participate in the preparation, running and review of a business event. This could be an exhibition, customer conference, press conference, staff motivation and training seminar, product launch and promotion, fundraising and social events, sponsorship event.</p>	<p>If it is not possible for a substantial business event to take place, candidates can either:</p> <ul style="list-style-type: none"> • Prepare for a simulated event. For example, tutors could play the roles of the third-party organisations and individuals that the team has to communicate with. • Prepare for a business event that can take place within a school/college bubble (for example, a product launch event). The event must be substantial enough to provide evidence for the range of skills and competencies in the unit. • Provide support at business event that can take place within a school/college bubble (for example, a product launch event). The event must be substantial enough to provide evidence for the range of skills and competencies in the Learning Outcome. • Provide evidence of the skills and competencies they would use to provide support at such an event. For example, they could participate in a professional discussion with an assessor by responding to 'what if scenarios'. Candidates should use props or diagrams as far as possible during the discussion. The discussion should cover the issues in the teaching content listed under the headings <ul style="list-style-type: none"> o Providing support during the event o Dealing with problems <p>A witness statement that includes judgements on these points must be provided. The professional discussion can take place in person or via video-link.</p>

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				<p>For P4, teachers should ensure that any Covid-19 guidelines are met. All other health and safety requirements are the responsibility of the candidates.</p> <p><i>If the candidate can take part in a business event that meets the requirements of LO2 and LO3, then it should be possible to complete activities covering all of LO4.</i></p> <p><i>For P7, remote technology could be used to carry out follow-up activities including getting feedback.</i></p> <p>If the candidate cannot take part in a business event and instead provides evidence for LO3 via a professional discussion or equivalent, the following adaptations could be made for LO4:</p> <ul style="list-style-type: none"> • For P7, the assessor could give candidates a scenario for a business event and ask them to explain how they would carry out follow-up activities. Candidates can select suitable methods to collect feedback then create suitable tools to collect this feedback. Remote technologies could be used. • For P8, M3 and D1, the assessor could give candidates a summary of the feedback received for a substantial business event together with its success criteria. This could be from a real previous event or a fictional case study. The recommendations for D1 could be applied to examples of future events that the assessor provides.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 15: Developing teams in business</p>	<p>LO4: Be able to work effectively in a team</p>	<p>P4: Demonstrate working as part of a team towards achieving specific goals</p> <p>P5: Demonstrate working as part of a team towards achieving specific goals, dealing with any conflict or difficult situations as a team leader</p> <p>P6: Review the team's overall effectiveness together with your contribution to achieving the goals, receiving and providing feedback to other team members</p>	<p>Candidates have to show their ability to work both as a member of a team and as a team leader. Due to the different skills involved these skills may need to be demonstrated in more than one team-scenario.</p>	<p>Delivery and assessment within a class bubble is suggested.</p> <p>Centres may need to plan a range of team activities so each candidate can show the skills required as team-member and team leader. Alternatively, a substantial event could be designed to allow candidates to show all skills over the course of a single team activity. The event could take place over an extended period, requiring multiple meetings. Candidates could change roles within the team, or there could be smaller sub-groups, each led by one candidate.</p> <p>There is no requirement that team activities take place face-to-face. Some activities can be completed by candidates working individually, such as planning projects and tasks and preparing documents. Meetings could be held using remote technology.</p> <p>Evidence that meets grading criteria generated in other situations is also acceptable. This could include:</p> <ul style="list-style-type: none"> • activities undertaken in other Level 3 business units • activities undertaken in other Level 3 equivalent study, such as 'A' Level • activities undertaken in other settings, such as cross-curricular or out of education settings). <p>Evidence must be produced for activities by using observation and witness statements. See Section 5 of the Centre Handbook for more guidance.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 17: Understanding health and safety in the business workplace	LOs 1-3	M1, D1, P2, P3	Candidates need access to: <ul style="list-style-type: none"> a 'given business working environment' (LO1) a selected business (LO2) and a selected workplace (LO3). 	If it is not possible for candidates to visit external businesses, they can use school/college contexts. If it is not possible for candidates to visit a suitable location in person then they could undertake a 'virtual visit', for example by reviewing a video or 360-degree images showing all areas of the location. Alternatively, centres could provide a detailed case study describing the locations.
Unit 17: Understanding health and safety in the business workplace	LO4: Be able to assess and manage risk	P4: Plan a risk assessment for a selected administrative work environment M3: Carry out a risk assessment for a selected administrative work environment	Candidates need access to an administrative working environment such as an office.	For LO4, candidates must plan and conduct a risk assessment for a specific administrative environment. This could be a school or college office. If it is not possible for candidates to visit an office it would be acceptable for them to undertake a 'virtual visit', for example by reviewing a video or 360 degree images showing all areas of the office.

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

Contact us

If you would like to contact us, you can do so at:

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